DOCUMENT RESUME

ED 452 538 CS 217 398

TITLE Making History Come Alive. Parents and Children Together Series.
INSTITUTION ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
ISBN ISBN-1-883790-83-2
PUB DATE 2001-00-00
NOTE 83p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
CONTRACT ED-99-CO-0028
AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 140, Bloomington, IN 47408-2698. Web site: http://eric.indiana.edu/. Family Learning Association, 3925 Hagan St., Suite 101, Bloomington, IN 47401.
PUB TYPE Creative Works (030) -- Guides - Non-Classroom (055) -- ERIC Publications (071)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cultural Activities; *Cultural Education; Elementary Education; *Family History; Family Life; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; Reading Motivation
IDENTIFIERS Cultural Content; Historical Materials

ABSTRACT

This book, one of a series, shows how to help children develop a sense of personal, local, and national history. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Talking Leaves" (Debi Anderson); "Marvin Composes a Tea" (Pam Hopper); and "Mrs. Simkin's Bed" (Linda Allen). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book include: The Past Is Last Week; History as Exploration; What Parents Can Do; Helping Danny Become a Good Reader; and Activities for Fun and Learning. To help understand history better, parents and children can: (1) make a time capsule of family artifacts; (2) make a family tree; (3) look at old photographs of family members together; (4) share books; (5) sing songs; (6) visit a police or fire station; (7) create a school scrapbook; (8) learn about folk medicine; (9) visit a cemetery; (10) visit museums; (11) do a family history project interviewing family members; (12) read an almanac; and (12) read about and try making pioneer and colonial crafts. Contains 35 references. (EF)

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Parents and Children Together SERIES

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MAKING HISTORY COME ALIVE

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PLUS

Read-along Stories:

Talking Leaves

Marvin Composes a Tea

Mrs. Simkin's Bed

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Guidance and fun
for parents and children, ages 4–9

This book has a companion audio tape also entitled "Making History Come Alive." Occasionally there are directions on the tape that do not appear in the book or headings in the book that aren't spoken on the tape.

Parents and Children Together SERIES
Published by **ERIC** Clearinghouse on Reading, English, and Communication
and ***The Family Learning Association***
3925 Hagan St., Suite 101, Bloomington, IN 47401
1.800.759.4723 • www.kidscanlearn.com

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Published by
ERIC Clearinghouse on Reading, English, and Communication
Indiana University, 2805 East 10th Street
Bloomington, Indiana 47408-2698
Carl B. Smith, Director
and
The Family Learning Association
3925 Hagan Street, Suite 101
Bloomington, IN 47401

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Copy Editor: *Wendy Hodina*
Production Editor: *Lanny Thomas*

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This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0028. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Introduction

Get together with your children. Talk about stories and learn together. That's the message of this series of books, ***Parents and Children Together***.

You will find here several stories that you and your children can read together and talk about in a relaxed way. Some stories are more appropriate for younger children, some for children in grades three and four. Have fun with them but also use them as a way of guiding your child's thinking.

Before each story, you will be prompted to focus your attention. After the story, review some of the issues in a relaxed conversation. Please feel comfortable in making comments or asking questions when the two of you are reading a story together. Have fun along the way. The stories are performed as radio dramas on the accompanying audiotape. This gives your child a chance to read along with the voices on the tape.

In the second half of this book and on one side of the audio tape there are ideas and guidelines for the interested parent. On the topic of this particular volume you will find hints, practice activities, and books for further reading. If you want to use the tape as a way of preparing for reading with your child or in helping your child study, the tape gives you an opportunity to listen while you are driving or jogging.

For more ideas on any of the topics in this Series, visit ***www.kidscanlearn.com*** or ***http://eric.indiana.edu***

Getting Started

History means telling stories about the past that explain why people act the way they do. In this book, we show you how you can help your children develop a sense of personal, local, and national history. On side B of the tape we have three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they may participate in the excitement of story reading. Of course, your children can also listen to the stories alone, if you wish.

Before reading the story, talk about the title or things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "What part is your favorite instrument?" or "Would you enjoy having a pet pig?" and then follow up with a why or why not. These questions make your conversation about the story more meaningful and valuable.

Part I
Read-along Stories

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Talking Leaves

by Debi Anderson

Things to Do *before* Reading the Story

Have you ever heard of "talking leaves"? What do you think this story will be about?

Sequoyah sat cross-legged in front of his home and stared out across the rolling hills. His dark eyes reflected the light from the rising sun. Suddenly he grabbed the white-man's letter that lay on his lap and lifted it high above his head—the white-man's letter that Sequoyah's people called a talking leaf.

"I will not give up," he vowed. "I will make a talking leaf for my people!"

Making an alphabet for the Cherokee had been Sequoyah's dream for many years now. Sequoyah thought that the alphabet was one of the things that made the white-man so powerful. It brought them messages from their chiefs, it gave them books of knowledge, and it gave them the work of their Great Spirit. If the Cherokee had their own written language then they, too, could have books of knowledge.

At first Sequoyah had stared at the white-man's letter as if, by looking hard enough, he could make the strange symbols speak to him. Later he had found an English spelling book with more of the strange symbols in it—the symbols that enabled the white-men to send their talk far away.

When he told his people that he would make it possible for them to have their own talking leaves, they laughed at him. They called him crazy. This did

not stop Sequoyah. He had faced many challenges before. He had taught himself the art of working with silver and had become the best silversmith in his nation. He was a self-taught artist, a blacksmith, a trader, and the best story-teller for miles around. He was once respected among his people, who believed that Sequoyah was favored by the Great Spirit.

Now, although it hurt Sequoyah to see his people turn away from him in laughter, it did not stop him from following his dream.

Sequoyah had started out by scratching symbols onto birchbark: a symbol of a bird for one sound that his people made, a symbol of a snake for another sound, and so on. After a year of this he had made over a thousand symbols. Sadly, he realized that neither he nor anyone else could possibly remember so many symbols.

Then, a new idea came to him. Many of the Cherokee words were made up of the same syllables. If he could make a symbol for each of those syllables, it would make far fewer symbols that one would have to remember. His own name, for example, was made of three syllables, thus, three symbols: Se-Quo-Yah.

After ten years of working on his alphabet, Sequoyah succeeded. He had invented an alphabet with 86 symbols that represented every syllable of his people's language.

Sequoyah took his invention to the Cherokee people. Again they laughed at him. Sequoyah still did not give up. He knew that he had invented something special for his people and he was determined that they listen to him. After many weeks of persuasion, the Chiefs agreed to send Sequoyah twenty of their brightest young braves to be taught the alphabet.

It did not take Sequoyah months or years to teach these young men the alphabet. It only took a few days. After the symbols were memorized, the young men could also read and write. This was possible because the symbols represented whole syllables instead of single letters.

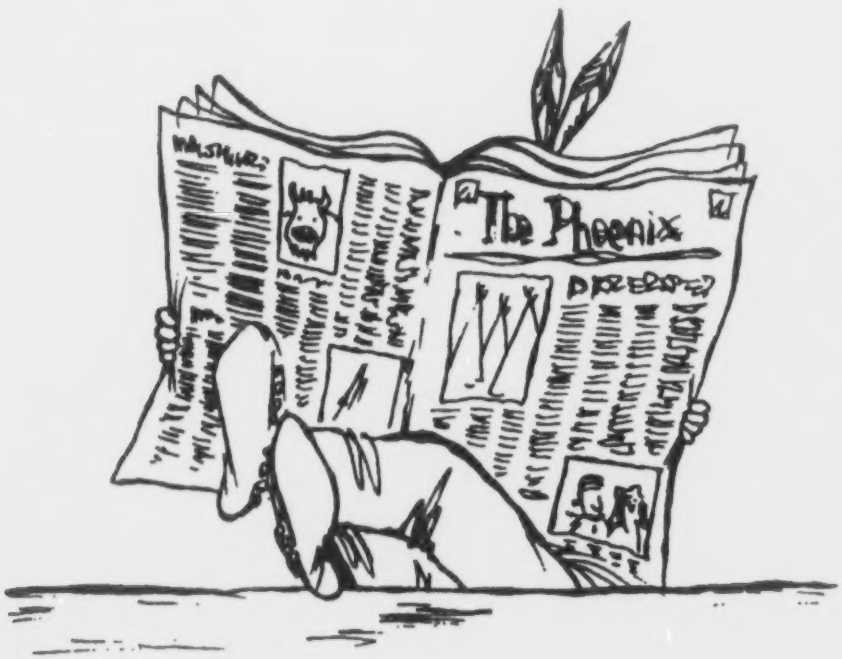
When the learning was over, the Chiefs ordered a test to be given to the young men. The braves were separated into several groups far apart from one another. One group was given words and phrases to write down. Then the message was taken to another group where it was read aloud.

The test was passed. The Cherokee now had their own way of making talking leaves.

The importance of this invention was not realized all at once. Most of the Cherokee, who learned the alphabet from the many teachers sent throughout the nation, thought of it as a game. Many of the young braves gave up hunting and fishing and spent all their time writing letters. Some even rode four or five days away from camp just to send a letter back to someone.

Within a short time, however, books were being written in the Cherokee language and the people began to understand the true meaning of Sequoyah's invention. They could learn many new things. They could write down their histories and preserve them for their children and grandchildren. They could learn of the world outside of their nation and of the ways of the white-man's God. They could write of their own Great Spirit and of their customs.

Schools were built, jobs were created, and in 1828, in New Echota, Georgia, a Cherokee newspaper called "The Phoenix" was printed. The doors of knowledge were truly opened for Sequoyah's people.



A silver medal was given to Sequoyah by his people and now—instead of laughing at him—they called him "Chief" and "Prophet." The U.S. Government gave Sequoyah a gift of money. Perhaps one of the greatest honors given him was that the great red cedars of California were named after Sequoyah.

Somewhere near the Red River in New Mexico, in an unknown cave, lie the remains of Sequoyah. His grave may be unknown, but he has left something for the Cherokee that will never be forgotten: the Talking Leaves!

Things to Do *after* Reading the Story

How would your life be different if there were no alphabet, and you could not read books or write letters to your friends? Sequoyah used pictures of a bird and snake to represent sounds. Count the number of syllables in your name. What symbol might you use to represent the sound of each syllable in your name? Draw a picture of your "new" name.

Marvin Composes a Tea

by Pam Hopper

Things to Do *before* Reading the Story

Compose your own melody. Find several drinking glasses, fill them with different amounts of water, and then line them up on a table. Use a spoon to lightly tap the edges of the glasses, and make your own melody with the resulting sounds.

Marvin Sludge is a composer, which means he writes with sound. He spends most of his day practicing sounds on different instruments.

Not everyone in Marvin's apartment building has always appreciated his composing, especially Marvin's next door neighbor, Mrs. Pasquini. She convinced all of the tenants to sign a letter to ban Marvin's composing.

One day, while Marvin was playing the piccolo to see if a dee-diddle-dee was just the right sound to finish his new concerto, there came a knock upon his door. He was quite surprised to see all of the apartment house tenants.

"Good afternoon, everyone," Marvin said with a smile. "What can I do for you?"

"We've come about your composing, Mr. Sludge."

"Ah, you're probably wondering what I'm working on, aren't you, Mrs. Pasquini? If you step into my apartment, perhaps I can play part of my new concerto for you." Marvin motioned for everyone to come in, and, not knowing what else to do, they did.

"Please sit down, and I'll get some tea and fig bars for all of us. I'm so glad you decided to visit."

This wasn't what everyone expected. They had planned to give Marvin their letter of complaint and go home.

Marvin returned with a tray full of fig bars and teacups. "Tea, Miss Wentworth?"

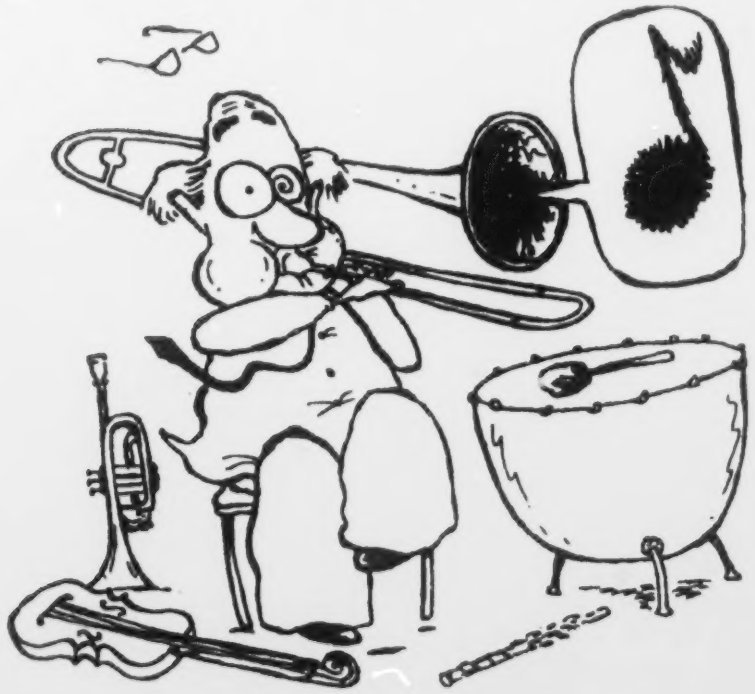
She nodded. "What were you playing before we knocked, Mr. Sludge?" she asked.

"That was the piccolo. I'm trying to find just the right sound for my new concerto, but I'm afraid I haven't found it yet." 21

"It must be difficult composing music," said Mr. Antonio, reaching for a fig bar.

"Which brings me to why we are here," interrupted Mrs. Pasquini.

"Ah, yes," said Marvin. "You wanted to hear the concerto I'm working on, didn't you?"



Before Mrs. Pasquini could say anything, Marvin began playing his concerto, using all his different instruments. When he finished, everyone clapped except Mrs. Pasquini.

"I often hear you composing," Mr. Freebie said, "and I must say I like the part where the trombone goes: bwah-bwah hmm bwah-bwah hmm bwah-bwah hmm bwah."

"Why thank you, Mr. Freebie. I'm rather embarrassed that you can hear me playing. Does it bother anyone? I certainly wouldn't want to bother any of my neighbors."

Mr. Antonio cleared his throat slightly and said, "Well, my parakeet did faint one day. Nothing serious, but it was a little alarming to see poor Polly flat on her feathers like that. I think the part where the bass drum went ba-boom boom ba-boom ba frightened her."

"My dishes do rattle sometimes, but no harm is really done, and it keeps the dust off them," Miss Wentworth said, giggling.

"Well, Mr. Sludge, I must admit Fifi does howl when you play the violin, but I'm sure she's just singing," added Mrs. Oliver-Hollisday.

"I rather like the violin part, too, Mrs. Oliver-Hollisday. Does it really bother poor Fifi's ears?" asked Miss Wentworth.

"I'm afraid it does, Miss Wentworth. I do enjoy violins. They make such lovely sounds. Don't you think so?"

Miss Wentworth agreed, and then everyone began discussing their favorite instrument and why fig bars went so well with tea. In fact, everyone began talking to each other, something they rarely did.

Things to Do *after* Reading the Story

Do you think the neighbors will give Marvin the petition? Write a new ending for the story. Now that you know about the different instruments Marvin could play, invent your own instrument. Describe the kind of sounds it makes and talk about whether or not you like those sounds.

The Simpsons

Mrs. Simkin's Bed

by Linda Allen

Things to Do *before* Reading the Story

Pigs are said to be good animals for pets. Would you like to have a pig for a pet? Why or why not?

"Stanley," said Mrs. Simkin to Mr. Simkin one day, "there's a pig under the bed."

"What color is it?" asked Mr. Simkin.

Mrs. Simkin looked again.

"It's a pink one," she said.

"Then we must find out who it belongs to," said Mr. Simkin. "We can't have a pink pig under the bed."

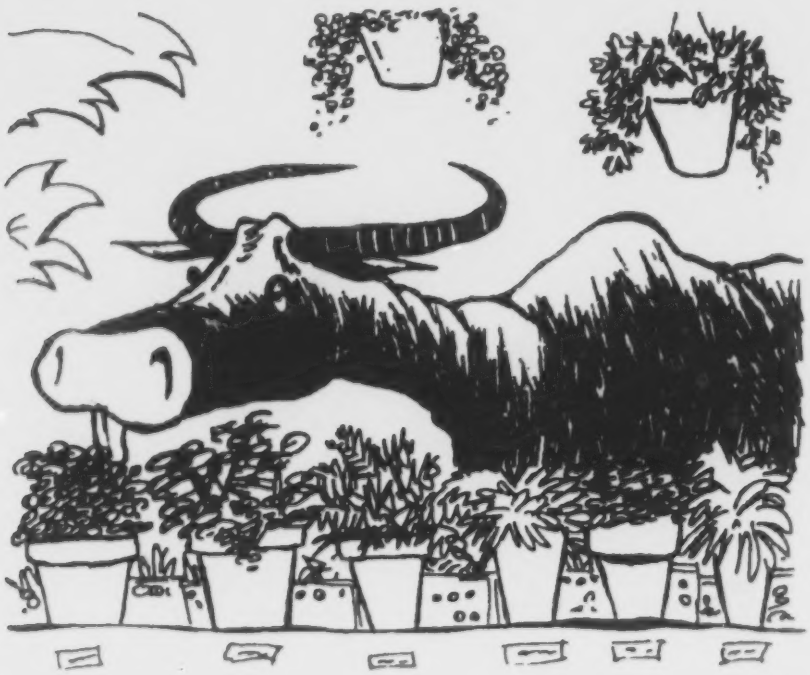
Mr. Simkin went to ask his friend if he had lost a pink pig.

"No," said his friend. "I lost half a pound of drippings once, on a bus, but I have never lost a pink pig."

"Then it can't be yours," said Mr. Simkin.

Mrs. Simkin mentioned it in passing to the lady next door. The lady next door said she was expecting a Shetland pony next week.

Mr. Robinson, who lived across the street, said he had a water buffalo in his greenhouse.



"Stanley," said Mrs. Simkin, "I really think we shall have to keep the little pink pig. If it doesn't belong to your friend, and the lady next door doesn't want it, and Mr. Robinson prefers his water buffalo, what else can we do?"

"But whatever can we call it?" asked Mr. Simkin.

"Marcia," said Mrs. Simkin. "That's a nice name for a pig."

So they bought a little blue bonnet for Marcia and a ladder in case she wanted to climb the apple tree.

Marcia was a very nice little pig. She never sat on the postman, or threw jelly into the washing machine, or anything like that. Mr. Simkin and Mrs. Simkin were very fond of her.

Mr. Simkin built her a garage to sit in. Marcia was very happy.

On Mr. Simkin's birthday, Mrs. Simkin said to him, "Stanley, there's another pig under the bed."

"Is it another pink one?" asked Mr. Simkin.

"Yes," said Mrs. Simkin.

"Then she can sit in the garage with Marcia," said Mr. Simkin.

So they named the new little pig Veronica, after the lady next door, and Veronica sat in the garage with Marcia, and they had conversations.

Mr. Simkin went to see his friend again. "Have you lost a pink pig yet?" he asked.

"No," said his friend. "I haven't found my half-pound of drippings yet either."

"Never mind," said Mr. Simkin. "I'm sure you will one day."

Mr. Robinson built an extension to his greenhouse. "I wonder if Mr. Robinson has found another water buffalo in his greenhouse?" said Mrs. Simkin.

Mr. Robinson didn't talk to Mr. and Mrs. Simkin very much.

Mrs. Simkin found another pink pig under the bed on Shrove Tuesday. She found another one on the day that her niece won a prize for leaping over a wheelbarrow.

Mrs. Simkin found a lot of pink pigs.

"You'll have to clean under the bed more regularly," said Mr. Simkin to Mrs. Simkin.

"I do," said Mrs. Simkin, "but every time I clean under the bed, I find another pink pig there."

Soon they had forty-seven pink pigs.

Mr. Robinson didn't talk to them at all now.

The lady next door rode away on her Shetland pony.

The garage was quite full of little pink pigs. There were no more blue bonnets anywhere in town, and Mr. Simkin had to climb over all the ladders when he wanted to go out.

"It's not that I don't like pink pigs," he told his wife one day, "but it is rather inconvenient having so many. Shall we give some of them away?"

"Oh, no, Stanley," said Mrs. Simkin. "That would never do."

"Then there's only one thing to be done," said Mr. Simkin. "We'll have to sell the bed."

"Sell the bed!" exclaimed Mrs. Simkin.

"It's the only way," her husband said.

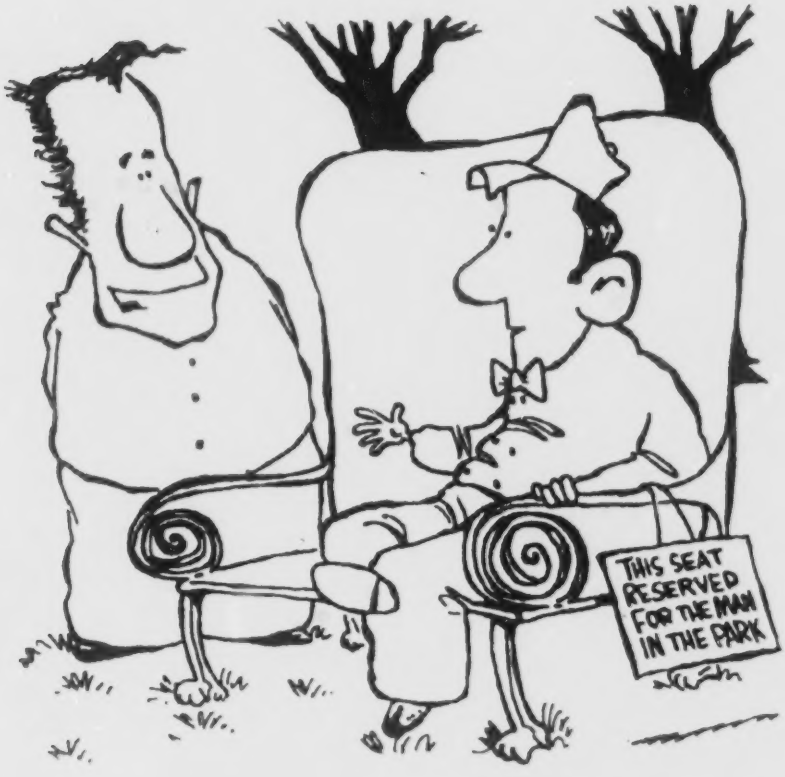
Mrs. Simkin was sad.

"Do you want to buy a bed?" Mr. Simkin asked a man in the park.

"Oh, yes!" he said. "Why do you want to sell it?"

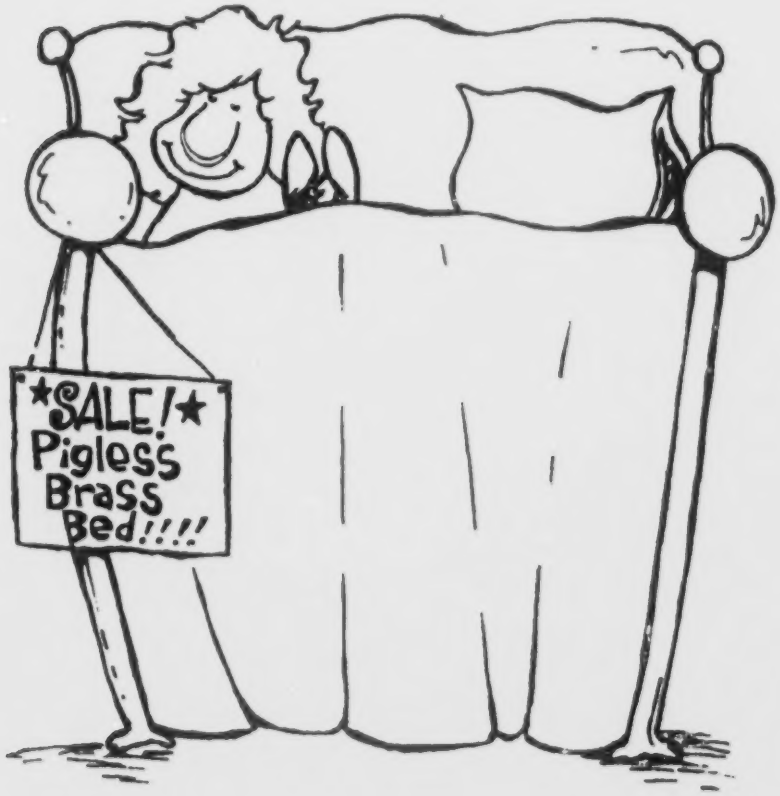
"We keep finding pink pigs underneath it," said Mr. Simkin.

"I don't mind that," said the man.



He went to the house with Mr. Simkin and looked at the bed. "It's a very nice bed," he said, and he took the bed away.

Mrs. Simkin bought a new bed. It was a lovely bed. It had large brass knobs on it. There were no pink pigs underneath it.



Mr. Simkin and Mrs. Simkin and the forty-seven pink pigs were very happy living all together.

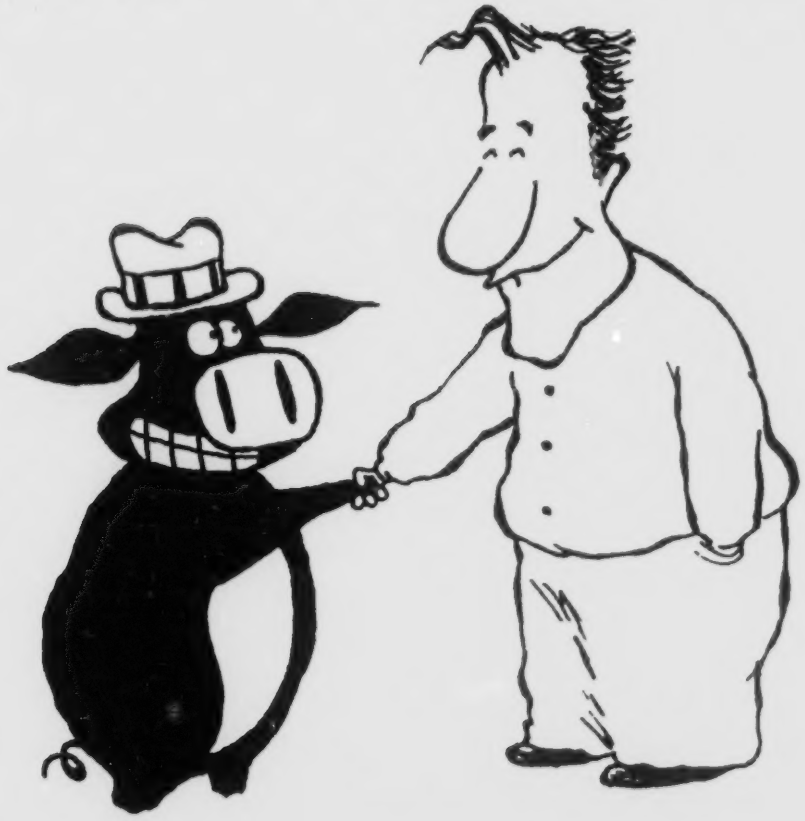
Mrs. Simkin used to clean underneath the new bed every day.

"Stanley," said Mrs. Simkin one morning, "isn't it strange? There's a pig under the new bed."

"What!" cried Mr. Simkin. "Our new bed! Another pink pig?"

"Oh, no, dear," said Mrs. Simkin as she shook her duster. "This is a black one."

Mr. Simkin sighed with relief. "That's all right then," he said.



Things to Do *after* Reading the Story

Talk about how you think the pigs got under Mrs. Simkin's bed. Why do you think Mr. Simkin didn't mind having a black pig under Mrs. Simkin's bed?

We hope you have had fun with these stories!

Part II
Guidelines for Parents

The Past Is Last Week

When I was a boy, we used all kinds of jingles to remember important events in history—for instance: "In 1492 Columbus sailed the ocean blue" and "In 1865 Lincoln kept the Union alive."

Did you do things like that, too? Most of us use little tricks like that to help us remember important dates and events.

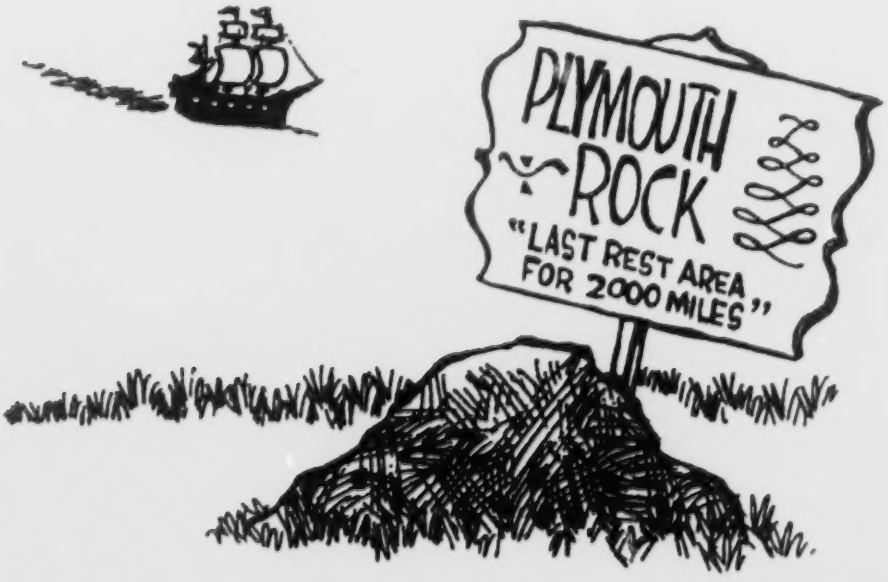
Though the approach to teaching history has changed since I was in elementary school, today's children still study major events in American history because they represent American culture. Columbus and other explorers, the Pilgrims, the Revolutionary War, the war between the North and the South, the abolition of slavery, and the Great Depression of the 1930s all had a significant impact on American life, as did many other events. Knowing about those moments in American history, then, gives children a sense of participation in the drama of the United States of America. This knowledge also connects them with the adults of the community. They have a common knowledge about their country.

But history is more than a simple record of past activities. History is an interpretation of those events and the people who participated in them. It is an attempt to explain why problems occurred and why people reacted to them as they did. For instance, why did we fight the Revolutionary War with Great Britain? Why did some colonists remain faithful to Britain while their neighbors fought against them? The answers to those questions call for an interpretation of events, not simply a knowledge that the war happened. You can help your children with the study of history by showing them the difference between knowing the facts and constructing a story that interprets the facts.

History as Exploration

The word "history" comes from a Greek word meaning "inquiry" or exploring ideas. That emphasizes the notion that history means telling a story about the past that tries to explain why people act the way they do.

Why did the Pilgrims come to America? They came here so they could practice their religion without interference.



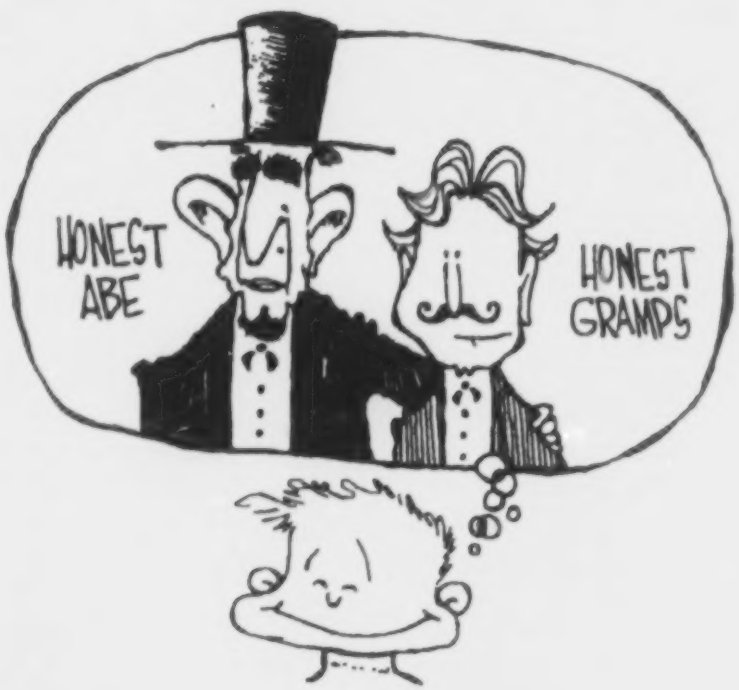
Why did we revolt against Great Britain? We did not want to be taxed without having elected representatives involved in the process.

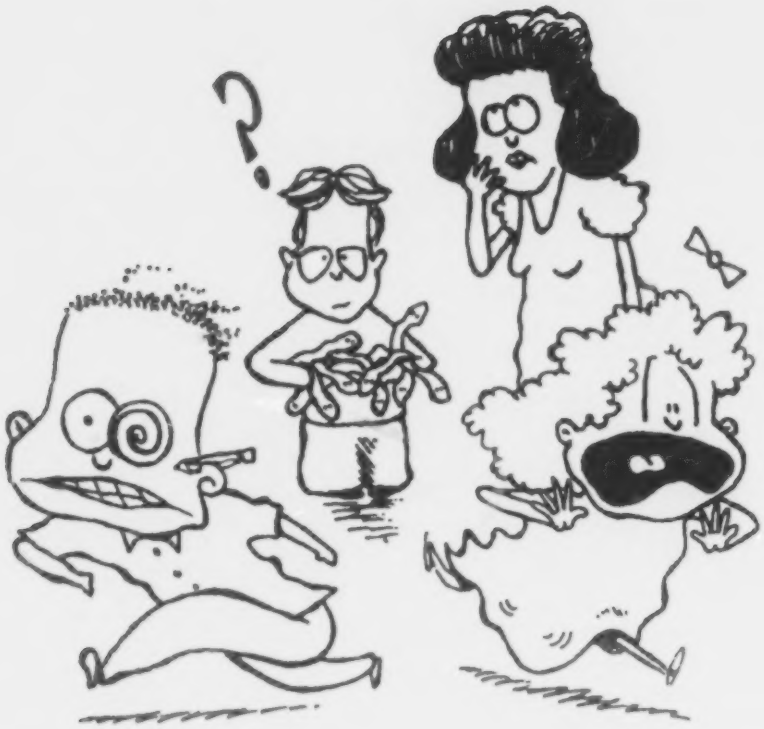
Why did we fight a civil war? The North wanted a strong federal government, and the South wanted to protect the self-determination of individual states, especially where slavery was concerned.

How did the Great Depression of the 1930s change the United States? It made the federal government responsible for the social welfare of all its citizens.

With those four questions we have touched one major event in each of the past four centuries. The answers are my interpretations, but they are fairly common answers, so I guess they are safe ones. Having safe answers, however, doesn't do justice to the process of creating a story that you as an individual can understand. That's why many teachers now get their young students to read library books about people who lived through the events. They want to help children gain a concrete sense of what happened, rather than simply listing names and dates for which children have no feeling.

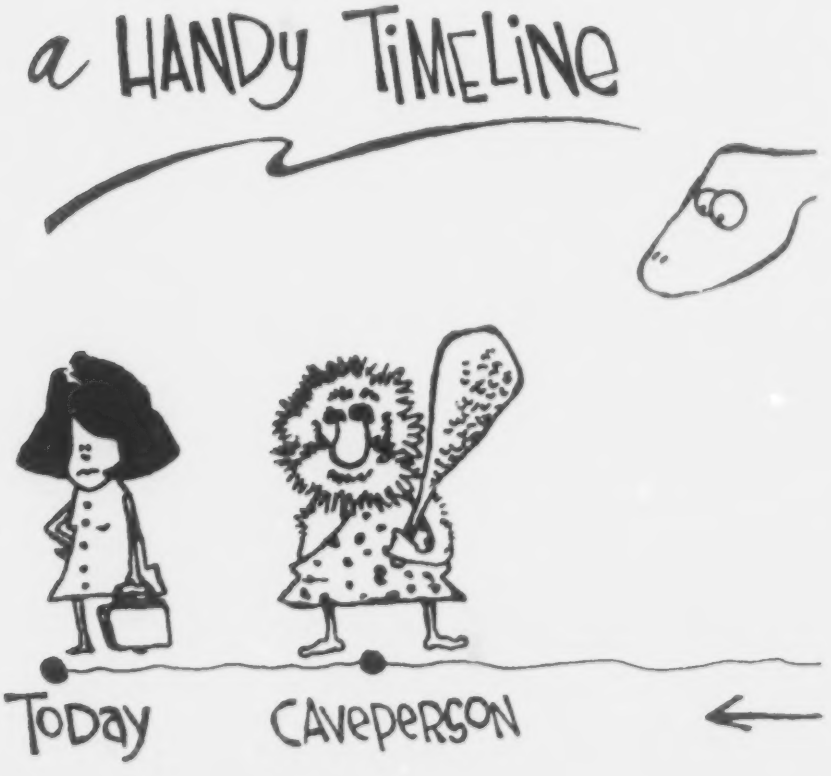
As adults, we each have a sense of past time. Our minds have developed to the point that we can comprehend changes that occurred over the centuries. Young children, on the other hand, have very little sense of the past. For all they know, George Washington, Abraham Lincoln, Franklin Roosevelt, and their own grandfather all lived at about the same time. One researcher estimates that a first-grade child can hold one week in mind as her sense of the past. A sixth grader may be able to hold one year in mind for a sense of the past. That's because they can only relate the past to their own experience. Their minds haven't developed enough for them to lift themselves above their own experience to envision the development of people and nations one century ago or three thousand years ago.



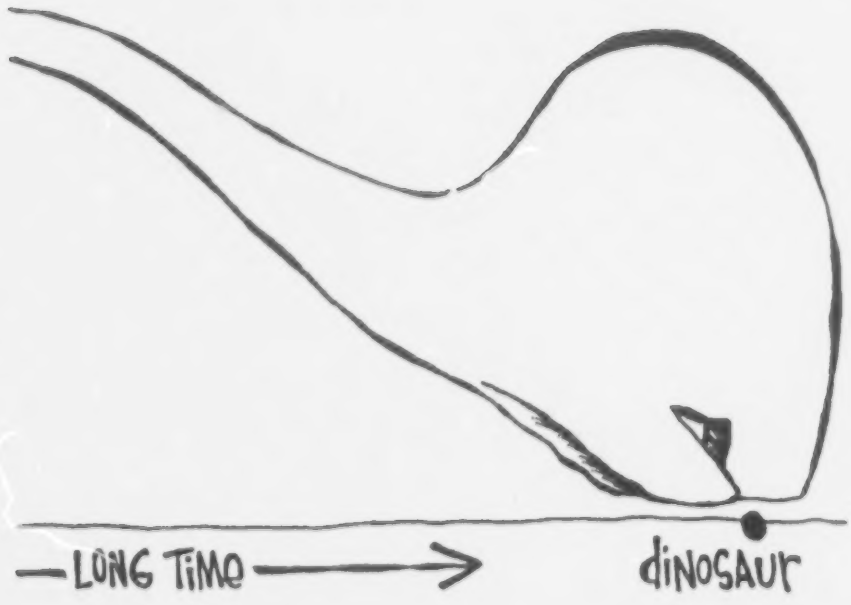


When one of my daughters was young, she frequently asked me to tell her about the olden days. What she meant was tales from her father's childhood where he pitched hay, climbed trees to hide, and brought baby snakes to school to make everyone squeal. In my daughter's mind, I am sure that my childhood was all part of a world where dragons roamed the countryside and Indians danced in anger over the white man who invaded his hunting grounds. But that's all right. Young children need stories to give them a sense of a life and a time different from their own. Gradually, they will begin to sort out the sequence of past events.

My six-year-old nephew once asked my wife if there were dinosaurs when she was born. Naturally, I won't let my wife forget that question. In reply, however, we took one of his toy dinosaurs and placed it in one corner of the room. In the middle of the room we placed a picture of a naked bushman from the *National Geographic* magazine. In the opposite corner of the room we stood my wife. With that visual representation we tried to show my nephew that there was a huge amount of time between my wife, early man, and the dinosaur. And he concluded with the statement: "Oh, so there weren't dinosaurs even when Grandpa was born." He was on the right track.



You can do similar demonstrations with major historical events if they come up for discussion in your house. Those demonstrations won't give your child an immediate understanding of history, but they lay the groundwork for his or her mind to begin separating events into historical sequence. These examples of my daughter and my nephew should reinforce the notion that concrete stories and activities about historical personalities and events are an important first step toward making them seem real. Across the years, your child will learn to sequence these events as it becomes necessary for him or her to formulate a comprehensible story, especially in school.



If you want to help your child develop a sense of history, the place to start is probably your own family. Why not have your child ask grandparents or older relatives for their favorite stories from the past? One second-grade teacher in Louisiana had her students learn a little about their families' history by having the older people in the family dictate stories to these second graders. Some came back with stories about their parents; some about grandparents; some about great-grandparents. Here are samples of the stories these seven-year-olds brought back to read to their classmates:

The Headless Rabbit!!

Once upon a time, in the mountains of Alabama, my great-grandfather was going to visit a sick friend. There were no roads or cars, so he was walking on a trail across the mountain. It was beginning to get dark when he saw a figure coming toward him. Since he was a hunter and not afraid of things in the woods, he decided to wait on the trail for the approaching creature. It looked like a white rabbit, but as it brushed past his leg he realized the rabbit had no head or tail. He turned and watched as the rabbit hopped out of sight.

When Great-Grandfather got to his friend's house, he learned his friend had passed away about the same time he had seen the rabbit on the trail. He wondered if the two events were related.

You may find this story hard to believe, but my great-grandfather wasn't a drinking man and always told the truth.

He lived to be 72 years old and said this was the only thing he ever saw that he couldn't explain.

(This story was told to me by my grandmother about her father and occurred about 1910 in Scottsboro, Alabama.)

Tongue Twister

Once upon a time, when my father was a boy, he lived in South Dakota.

One winter day, my father and my uncle were outside in the freezing cold. My father said to my uncle, "Let's put our tongues on the car bumper and lick off the frost."

"Good idea!" said my uncle.

"You go first," said my dad.

So my uncle touched his tongue to the cold, frosty bumper, and it stuck.

My uncle couldn't get his tongue off. He said, "AAAHHHGGG!"

My dad said, "What's the matter, brother?"

"AAAHHHGGG!" said my uncle again, still stuck to the bumper.

"I better get help," my dad said. He ran into the house to his father. "Dad, Dad, Dick is stuck to the car! Come quick!"

"What?"

"Come quick and see."

They rushed outside and found my uncle on his knees, his tongue stuck to the bumper.

"What are you doing?" his father shouted.

"AAAHHHGGG!" said my uncle.

Then his father got a pan of warm water and poured it on my uncle's tongue. Slowly my uncle's tongue peeled off the bumper.

"Are you crazy?" said his father.

My uncle pointed his finger at my dad and said, "He made me do it!"

For several days afterward, my uncle and my dad were sore in different places.

Aren't those wonderful stories? By collecting stories from their own families these second graders had a peek into the past. They uncovered a story that gave them a concrete sense of the past. Years later, they will interpret those stories differently because they will understand more clearly the times in which they occurred—in other words, they will have a clearer sense of history.

What Parents Can Do

There are several other specific activities parents can do with their children to help them understand history better. Here are a few of them.

Family Artifacts

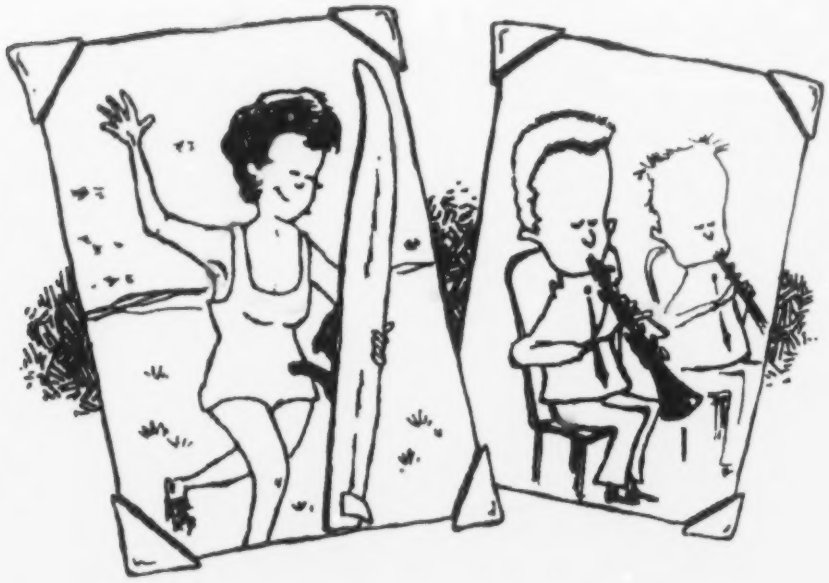
- ❖ Think of a list of items to put in a time capsule to be opened a thousand years from now. First, compile a list of some things that your family owns, including items from each room in the house. Then select those items that would provide the most information about your family and would be of interest to people in the distant future.

Family Tree

- Help children start their own family tree. If the family already has a genealogical tree, they can use it to help make and design their own. The tree might include pictures of each family member and give information such as birth date, death date, or nickname.

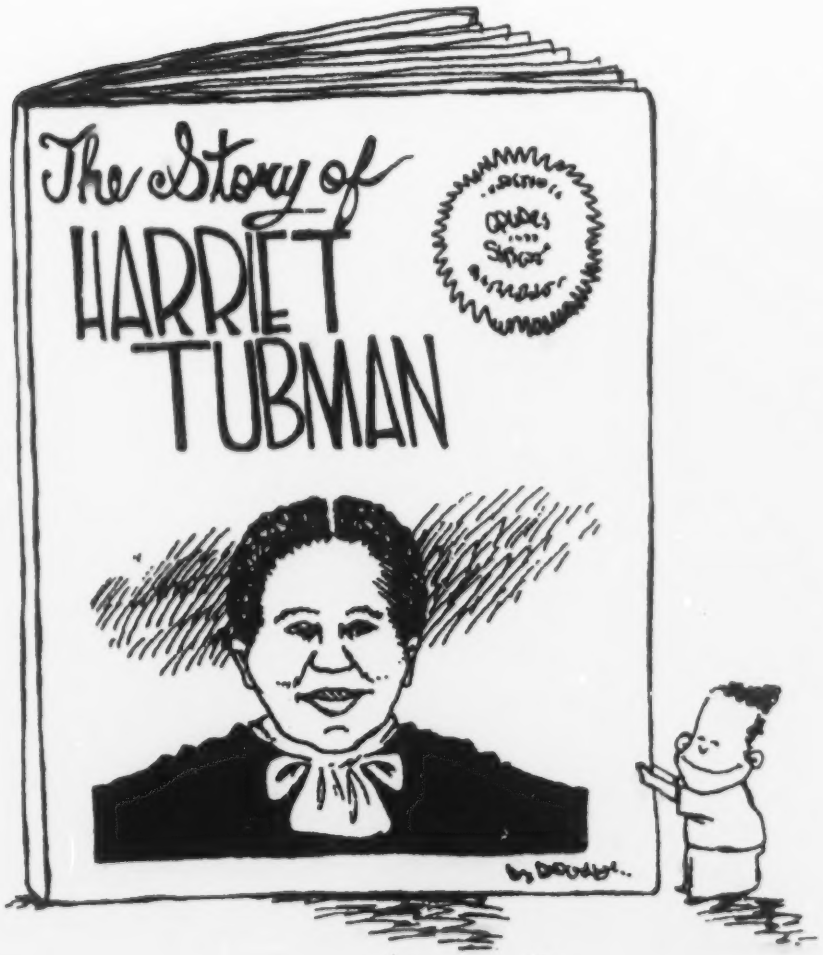
Photo Album

- Get out old photo albums that show pictures of family members who are a part of the children's past but who died before they were born. Also, show children pictures of themselves and their parents when they were young.



Share Books

- Read stories that take place during various times in history. These might be historical fiction or biographies of famous people who lived in the past. Talk about how these peoples' lives were different from our own and what the advantages and disadvantages would be of living in those times.



Songs

- Teach your children songs or chants that tell about life in the past. Children will learn that many songs were written to tell about the feelings of the people of specific times. Songs that parents learned when they were little, folk songs, work songs, songs about particular events, and nursery rhymes can all provide information about how people lived in the past. For example, there is an interesting history behind such songs as "Yankee Doodle Dandy" and "Star Spangled Banner," songs that grew out of slavery like "Go Down, Moses," and nursery rhymes like "Rub-a-Dub-Dub" or "Sing a Song of Sixpence."

Community Helpers

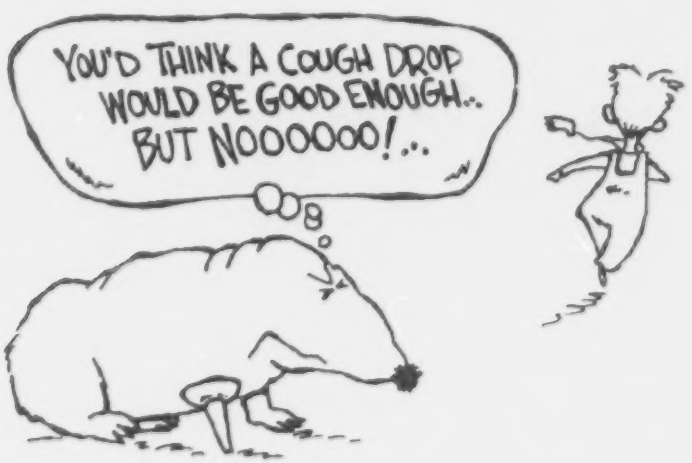
- Visit a police station or fire station and talk to the women and men who work there about their jobs. Look at their equipment, and talk about how the equipment and the job have changed over their work lives. Then visit a library and check out books that explain how police or fire stations operated in the past. Talk about how these jobs have changed over the years and about the advantages of modern equipment.

School Yearbook

- Have your children start a yearbook that includes pictures of them each year and tells their height, weight, classes they liked, special awards they received, and special activities in which they were involved. They can look at this book can be looked at to see how they have changed physically, socially, and mentally over time. Later, after they are grown up, this yearbook will be a source of memories and enjoyment.

Folk Medicine

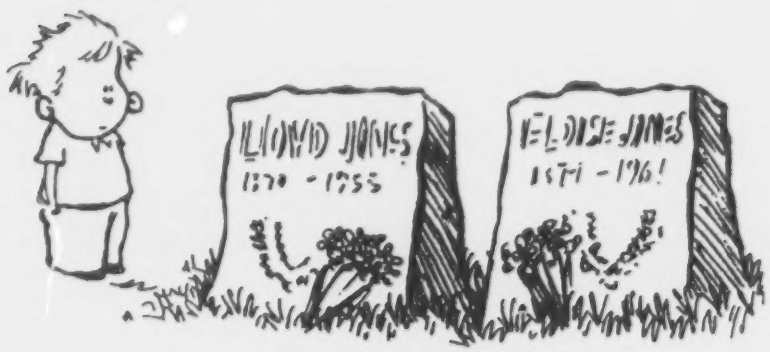
- To help children understand how the medical world has changed, talk about folk medicine. Tell them about some remedies that their grandparents used to cure sickness. Check out a book from the library about folk medicine, or about remedies used by early pioneers to cure illnesses or heal injury. For example, here are a few silly ones: to cure a sore throat, some pioneers tied the right front foot of a mole around their neck with a black thread.



If they had a sty in their eye, they would run the tip of a black cat's tail over it. For a toothache, they rubbed their gums with rattlesnake rattles. For headaches, they rubbed onions on their brows. There is also a lot of common sense and wisdom in folk medicine and it can be cheaper than modern medicine. Have your children ask older people in the family or among your friends about effective home remedies they have known or used.

Visit A Cemetery

- Visit cemeteries where your ancestors are buried. Read the epitaphs on the tombstones and reconstruct the family relationships of those buried together.



Visit Museums

- Take your children to historical, art, or children's museums. Museums that have people dressed in clothing of a particular period, carrying out everyday tasks such as carpentry, shoemaking, and cooking, are a wonderful way for children to experience different periods in time.

Dear Aunt Alpha,
How are you? How is everything in Czechoslovakia? Norman the Cat says "hi." Our [illegible] is getting warm, side.!
Alena Vukorpa
Plouha 9
Prague
Czechoslovakia

Family History Project

- Most children have questions about who they are. They like to know about their roots and their personal backgrounds. One way to discover why they behave in certain ways and not in others, or why they believe in certain things and not in others, is to examine their family's past. Attitudes and belief systems were developed in some family context. Interviews with relatives (grandparents, aunts, uncles, cousins, and others) are a way to find out about the family's past. If these relatives live far away, either call or write them to get the information. How far back do the stories in your family go?

Almanac

- Buy or check out from the library a copy of the *Farmer's Almanac*. This publication has been produced continuously since 1792, and is full of history. The recipes, predictions, and information in the almanac have been used by Americans for nearly 200 years. Look at the book together and find out what types of information it provides. Talk about how this publication might have been used in the 1790s. Why would it have been useful to people living on farms in isolated areas of the country? Why would this book be useful today?

Crafts

- Crafts in colonial times were much different from ours today. In many instances, the materials used to make these crafts were different as well. Check out books from the library on pioneer or colonial crafts and try making some of them together. These crafts might include such things as candle making or making children's toys.

With these ideas, you can help make history come alive for your children.

60

Helping Danny Become a Good Reader

Jim McGlinn is a reading teacher at the University of North Carolina at Asheville.

I walked into Danny's bedroom one evening last year and found him playing with his Lego™ building blocks.

"Hi, Dan. What are you building?"

"This car, Dad."

"Hmmm. That's neat. Looks like you've got it about finished."

"Yeh. This one is easy."

"Say, Dan, did you do any reading on your book today?"

"Just a little during reading time at school, Dad."

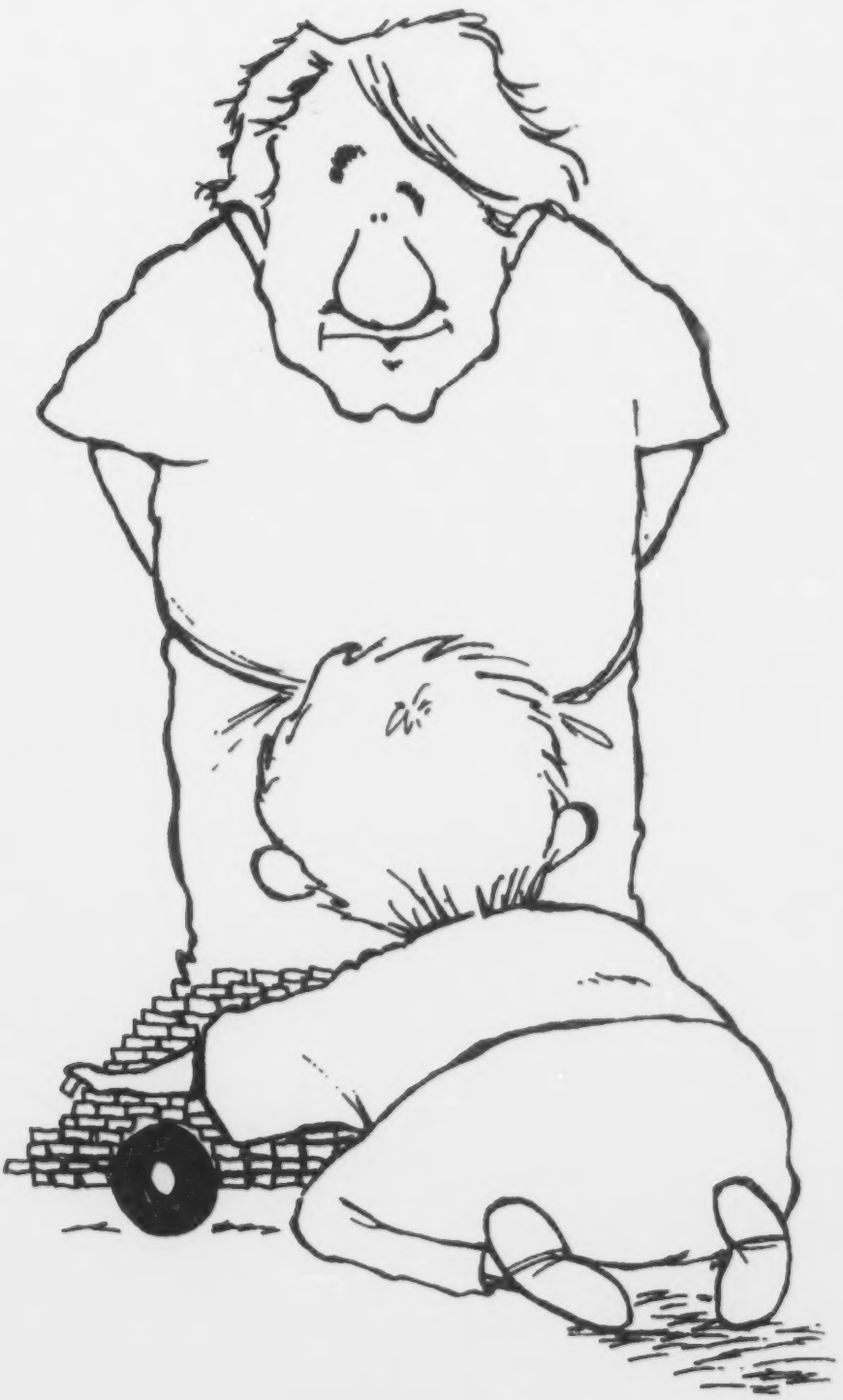
"But you didn't read any tonight?"

"No, I like the book, but I don't like to read."

"Why not, Danny?"

"I just don't like to."

01



02

After this conversation, I decided to get more involved with Danny's reading. He was near the end of second grade and knew how to read, but he was a slow reader. When he read out loud, he kept stopping to sound out words that I thought he should know by sight — words such as "about," "their," and "friend." I knew that when Danny got into third grade, he would no longer just be reading during "reading time" at school. Instead he would get textbooks in history and science and health. He would be expected to read these books in addition to his reading books. So it was clear that Danny would have to make an important transition in his reading. He would have to go from being a slow reader who was "learning to read" to a capable reader who was "reading to learn."

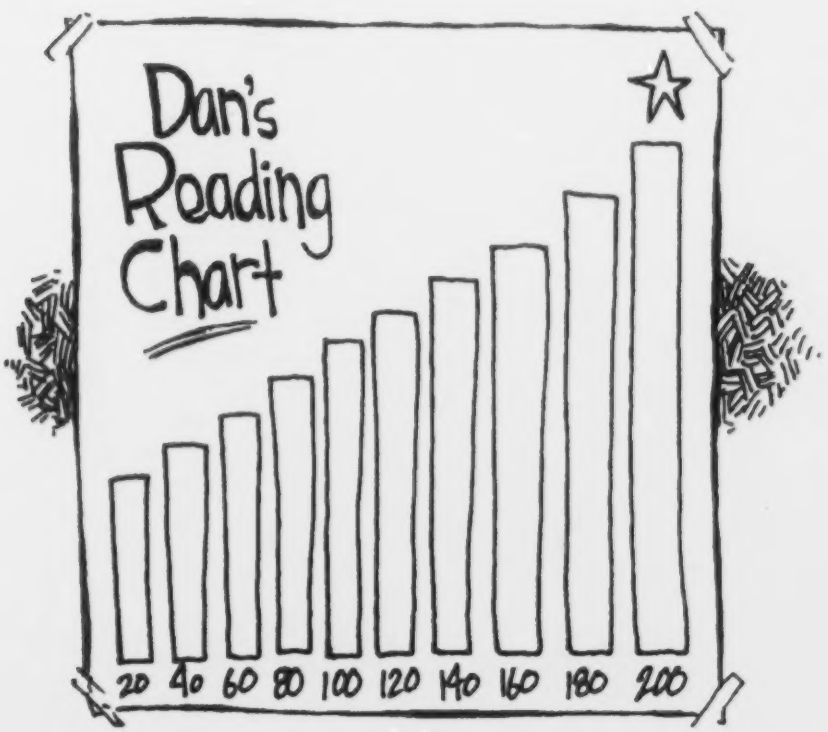
That's how Dan's home reading program began. The goals of this program were to get him to read a lot of books, to enjoy reading, and to choose to read sometimes instead of playing with his Legos™ or Nintendo. Just as by playing a lot of Nintendo™ Danny became good at electronic games, by reading a lot he would become good at reading. And I hoped that if he read good books that were interesting to him — books with humor, adventure, excitement — then he would discover that reading was fun, even as much fun as "Super Mario Brothers™ III."

C4

The plan was simple. All I had to do was find a lot of good books that were easy for Dan to read, and then get him to read them. The first step took a little time, but it was worth it. We went to the city library together. Dan found about 10 books that he thought he would like. Then I sat down with him and had him read to me a page or so from each book. This quickly showed us which books would be too hard or take too long to read. I was aiming for quick success in starting out this program. I wanted to build up Dan's confidence and his enjoyment. We ended up choosing three great "starter" books: *Frog and Toad Are Friends* by Arnold Lobel, *Danny and the Dinosaur* by Syd Hoff, and *Green Eggs and Ham* by Dr. Seuss.

C5

The next step in our program was to get Danny started reading. I didn't want to force him to read and make reading a chore. Instead I wanted to let him make the choice to read. To make the choice easier, I used "read alongs" and rewards. That night, after dinner, we began. I set up short-term reading goals for Dan of 50 pages. When he reached each 50-page goal, he would get a dollar to save or to spend on the toy of his choice. Danny quickly figured that he would need to read only 200 pages to have enough money to buy a Lego rocket kit. I made a chart to record Dan's daily progress. We drew a bar graph, numbered from 0 to 200 in 20-page increments.



Next, to get Dan started, we began our "read alongs." This consisted of Danny and me, together, reading out loud. As I read I pointed to each word, and Danny, sitting in my lap, read along with me. I went slowly at first, at Danny's speed. Sometimes I would read very softly so Danny's voice was louder.

Sometimes I read a little faster so that Danny would learn to speed up a bit. When we came to a word that Danny didn't know, I just read right on as before. Dan would see the word as we were reading and he would hear me say the word, and he would say the word after me in his effort to read along. This was a good way to get Dan into the story and expose him to lots of hard words. The more Danny saw a word, the more able he was to recognize it the next time. That first evening, we read together the first two stories in *Frog and Toad are Friends*. We took a crayon and colored in a chunk of the chart to show those first 27 pages. We wrote down the date and the number of pages. Danny saw his progress in reading. And so did I. We both realized that he would be getting his first dollar very quickly.

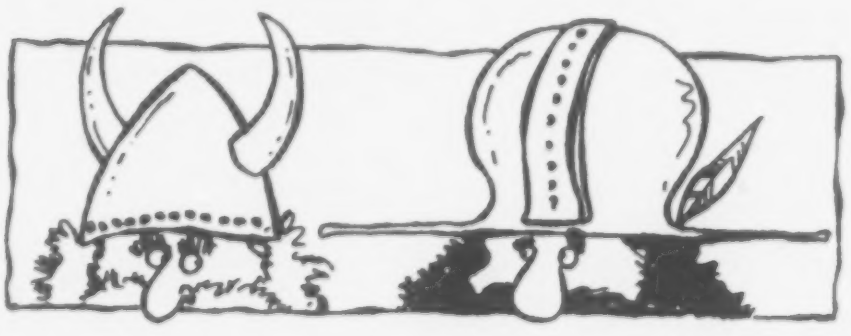
The next night, Dan read on his own. He finished *Frog and Toad* and began *Danny and the Dinosaur.* I watched as he filled in his chart up to the 70-page mark, and I paid him his dollar as promised. And that's how it went. We continued during the next month the process of checking out books and reading—sometimes in "read alongs" and sometimes alone. Danny kept track of his progress. He seemed to enjoy watching the number of pages grow on the chart almost as much as he enjoyed receiving his reward money.

In this way, Danny started becoming a good reader. He started to read a lot of books, like *Cam Jansen and the Mystery of the Dinosaur Bones* by David Adler and *The Littles Go Exploring* by John Peterson. He began checking out more advanced books with chapters and fewer pictures. The pages began to have more words on them, so it took Danny longer to reach his 50-page goals, but Danny wasn't just after the money. He enjoyed knowing he could read "hard" books, and besides, the stories were more interesting. He began taking his books to school and reading them at reading time. And every night, almost without fail, he would get some reading done. I knew that Danny had arrived when early in the third grade he brought home from the school library *The Trumpet of the Swan* by E. B. White. During our "read along," I soon quieted and listened as Danny read confidently and smoothly about the swan who, with the love of a young boy, learned to trumpet. Like the swan, Danny had learned to be successful in his world.

Activities for Fun and Learning

History often seems abstract to children because they cannot experience it in a tangible way. Try some of the following activities with your children to make history come alive for them.

- Use family photographs to show your children what their ancestors' lives were like. This will help them better understand their origins and their world as it has evolved.
- Read about the hypothetical and historical discoveries of America by sharing *The Discovery of the Americas* by Betsy and Giulio Maestro. This book describes the ventures of Stone Age hunters, the Phoenicians, the Vikings, Columbus, Cabot, and Magellan. After reading the book, help your children make a timeline so they can see the chronological order of these events.



- Cook up some edible history with your kids. Share *Little House on the Prairie* by Laura Ingalls Wilder, or *Little Women* by Louisa May Alcott. Then use *The Little House Cookbook* or *The Louisa May Alcott Cookbook* to prepare some of the recipes you read about in one of the stories. You can discuss ingredients, cooking methods and equipment, customs, clothing, and architecture, and relate them to the time period of the story.
- Help your child learn about a particular time in the past. Together, select and investigate a year. Look for books, photographs, clothes, records, TV programs, cars, and other signs of that time to observe what it was like "back then."

Books for Parents and Children

On the following pages we have put together lists of books for parents and children. We encourage you to take time to read a few of these books with your children, and to talk about some of the characters in the stories. This assortment covers various people, places, and events in American history. We invite you to share some history with your children by reading a book together.

Books for Parents

Eyeopeners! How to Choose and Use Children's Books about Real People, Places, and Things by Beverly. A guide to more than 500 nonfiction books with an easy-to-use index to help locate books about history. Also includes tips for book selection, book-based activities, and ideas to nurture reading.

The Wild Shores: America's Beginnings by Tee Loftin Snell. Elaborates on America's early exploration and colonization. Artwork of the time, maps, paintings, and photographs support the text. This book covers the years 1492 through 1841.

Chronicle of America, Clifton Daniel, editorial director. Presents history as news by using a newspaper-style format. Divides history into eight segments: 1) A New World, B.C.-1606; 2) Conceived in Liberty, 1607-1763; 3) Harvest of Freedom, 1764-1788; 4) A Perfect Union? 1789-1849; 5) A House Divided, 1850-1877; 6) Yearning to Breathe Free, 1878-1916; 7) Saving the Dream, 1917-1945; and, 8) The Eagle Ascendant, 1946-1988. Abundant illustrations supplement the concise articles.

1,001 Things Everyone Should Know about American History by John A. Garraty. Reviews American history from 1704 up to the late 1980s by noting important ideas, people, and places pertaining to politics, literature, music, presidents, economics, and military matters. Black-and-white photographs and drawings illustrate the text.

Books for Parents and Children to Share

We divide our book selections into three age categories: 4-6, 6-8, and 8-10. Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. Remember, even the books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

All Those Secrets of the World by Jane Yolen. Describes homecomings and furloughs that occurred during World War II. Lyrical text and splendid watercolor illustrations make this book perfect for reading aloud. Gives parents or grandparents an opportunity to talk about the war without using harsh text and brutal pictures.

Cowboys by Glen Rounds. Presents the work and fun of a cowboy's life through amusing pictures and brief text. Shows kids a way of life that is relatively unknown.

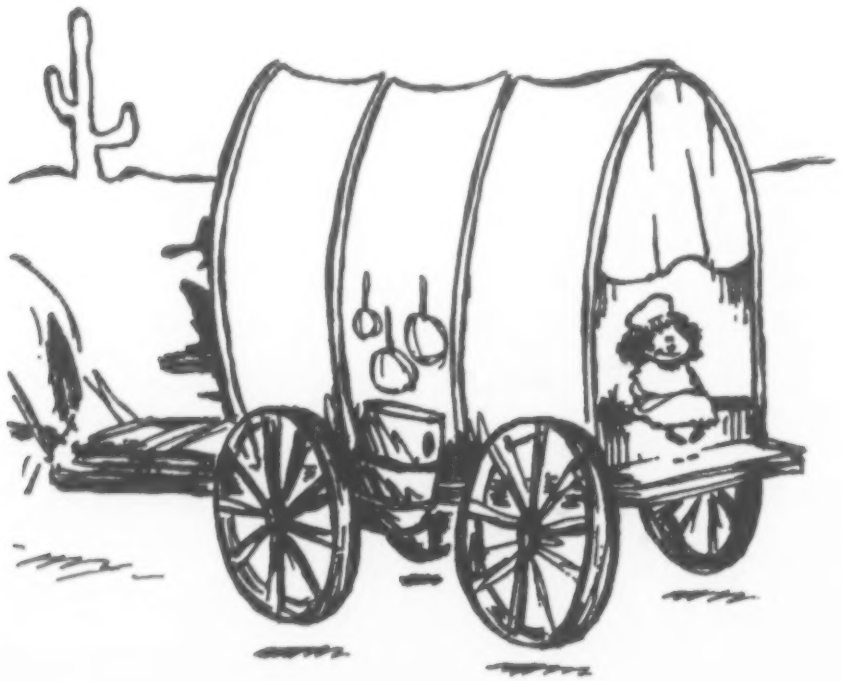
The Buck Stops Here: The Presidents of the United States by Alice Provensen. Depicts the first 41 American presidents through poster-style format using rhymed verse and full-page illustrations. This book serves as an entertaining and educational way to introduce the presidents to children.

Shaker Lane by Alice and Martin Provensen. Describes folks who live on Shaker Lane and their lifestyles. When a reservoir is built on their property, the residents of this rural community lose their homes to suburban development. This story provides a glimpse of a trend found in American society—destroying rural, less wealthy areas to create suburbs for those more prosperous.

When I Was Young in the Mountains by Cynthia Rylant. Relates fond memories of a young girl's Appalachian childhood through amusing, yet loving, text and warm paintings. Children can observe a way of life from another era and sample a bit of Appalachian culture.

Ages 6-8

The Oregon Trail by Leonard Everett Fisher. Portrays life during western expansion by using journals, photographs, and historical documents. Features the people who immigrated westward, and captures their hopes and fears. Westward expansion becomes more real to children when they look at these authentic people and records.



New Providence by Jorg Muller. A series of detailed paintings shows changes that have transpired in an American town over several years. Children can compare the pictures, discuss changes they notice and what those changes imply, and then reflect upon the pros and cons of ethical matters represented.

Scholastic Inc. publishes a series of small paperbacks that recount different events and periods in American history. These books relate historical events to the society, politics, government, and customs that shaped them. They help children understand the causes and effects of important historical episodes. Some of the titles include the following:

If You Lived at the Time of Martin Luther King by Ellen Levine

If You Lived in Colonial Times by Ann McGovern

If You Sailed on the Mayflower by Ann McGovern

If You Traveled on the Underground Railroad by Ellen Levine

If You Traveled West in a Covered Wagon by Ellen Levine

If You Were There When They Signed the Constitution by Elizabeth Levy

Jean Fritz is a popular author of biographies that focus on American history. Children enjoy reading these historically accurate stories. Some of her books include the following:

And Then What Happened, Paul Revere?

Can't You Make Them Behave, King George?

The Double Life of Pocahontas

Make Way for Sam Houston

What's the Big Idea, Ben Franklin?

Why Don't You Get a Horse, Sam Adams?

Ages 8-10

A 19th Century Railway Station by Fiona Macdonald. The 19th century was a time of great change in America, and the railroad created some of that change. While focusing on trains and stations, children learn about the broader impact railroads had on the country during this time period.

Lyddie by Katherine Paterson. Lyddie takes a job in a factory to help her family get out of debt and regain their farm. She may lose everything because she is willing to take a stand concerning her terrible working conditions. Through the eyes of this likeable character, children can see the effect of industrialization on society.

Nothing to Fear by Jackie French Koller. This is a story about the Depression told from from the perspective of a young boy. It touches on the discouragement and hopelessness people experienced during this period in United States history. Readers also encounter the determination, bravery, and generosity that enabled communities to survive.

Poetry of the First World War, selected by Edward Hudson. Writings of well-known, as well as obscure, poets invoke a powerful, stirring image of war. Presents, through verse and photographs, feelings of patriotism, disillusionment, resignation, anger, and fear. Deals with war, not by using a textbook filled with governments, dates, and places, but by showing some of the people who were involved, and their thoughts and feelings. Indirectly poses the question, "Does anyone really win a war?"

A Separate Battle: Women and the Civil War by Ina Chang. Most history books focus only on men and their actions. This book focuses on women and their experiences during the Civil War. Graphic accounts, photographs, diaries, and letters tell stories of women forming aid societies, serving as spies and couriers, working as nurses, fighting against slavery, and supporting women's rights.

Pearl Harbor Is Burning! A Story of World War II by Kathleen V. Kudlinski. Frank moves to Hawaii and becomes friends with a Japanese-American boy named Kenji. When the Japanese bomb Pearl Harbor, questions of allegiance and trust arise. Presents ordinary people who are part of history.

Magazines

Also ask your librarian for the following magazines:

Classical Calliope: The Muses' Magazine for Youth

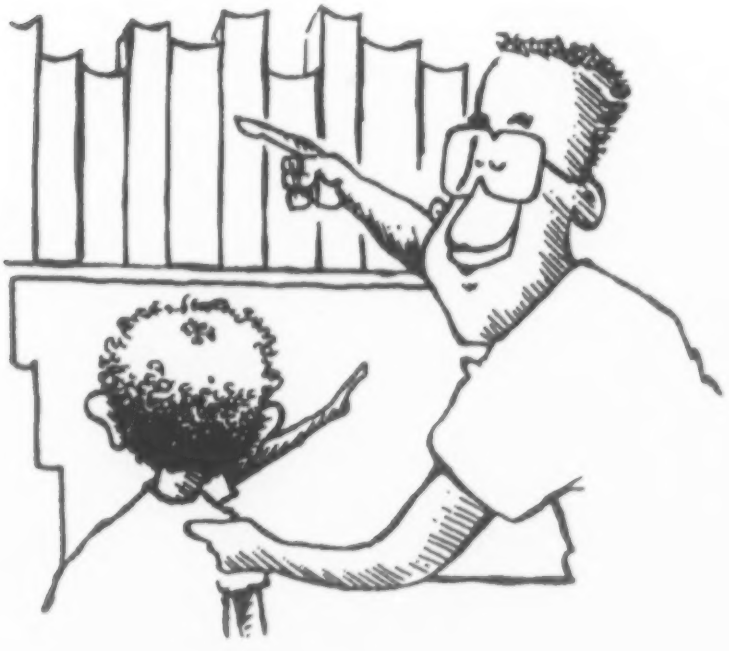
Cobblestone: The History Magazine for Young People

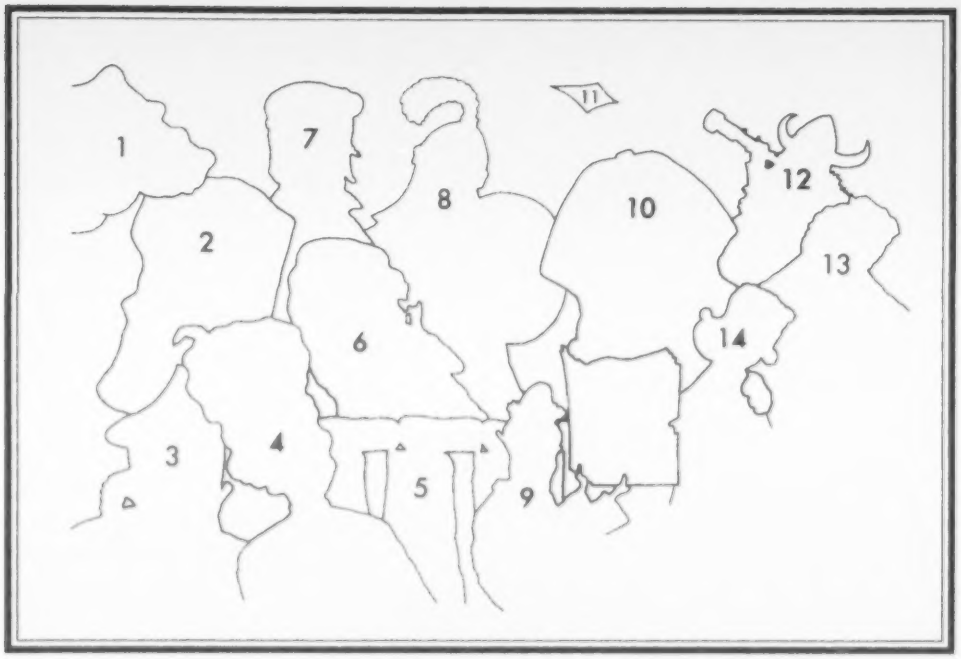
Cricket

The Goldfinch

Highlights for Children

Monkeyshines on America





WHO'S WHO

(on the cover)

1. T. Rex
2. Easter Island, Chile
3. Emperor Qin, Builder, Great Wall of China
4. Marie Antoinette
5. Stonehenge, England
6. Ben Franklin
7. Amelia Earhart
8. Richard the Lion-Hearted
9. Julius Caesar
10. The Sphinx, Egypt
11. Kite about to be struck by lightning
12. Leif Ericson
13. Harriet Tubman
14. Smart kid named Brian

Editor: Michael Shermis
Editorial Assistant: Melinda McClain
Researcher: Rebecca Stiles
Writers: Carl B. Smith and Melinda McClain
Editorial Staff: Sonja Rasmussen, Rebecca Stiles, and Eleanor Macfarlane
Original Production: Lauren Gottlieb
Cartoonist: Dave Coverly
Story Selection Committee: Kathy Burdick, Kim Faurot, Hester Hemmling, Maggie Chase, and Brian Sturm

Audio Producer: Michael Shermis
Studio Engineer: Bob Estrin
Music and Sound Effects: Bob Estrin
Voices in Order of Appearance:

Side A: Sonja Rasmussen, Brian Sturm, and Bobby Simic
Side B: Instructions by Joy Kahn

"Marvin Composes a Tea"

Narrator:	Sonja Rasmussen
Marvin:	Brian Sturm
Mrs. Pasquini:	Sonja Rasmussen
Miss Wentworth:	Lauren Gottlieb
Mr. Antonio:	Steve Gottlieb
Mr. Freebie:	Steve Gottlieb
Mrs. Oliver-Hollisday:	Joy Kahn

"Mrs. Simkin's Bed"

Narrator:	Sonja Rasmussen
Mrs. Simkin:	Lauren Gottlieb
Mr. Simkin:	Steve Gottlieb
Friend:	Brian Sturm
Man in the Park:	Brian Sturm

"Talking Leaves"

Narrator:	Sonja Rasmussen
Sequoyah:	Brian Sturm

Studio: Music House, 1101 N. Hartstrait Rd., Bloomington, IN 47401

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"The Box in the Barn" first appeared in Cricket v 3 n7, April 1976, and is used by permission of the author, Linda Allen.

Parents and Children Together SERIES

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